While many campuses put key initiatives on hold due to the global pandemic, this division had the courage to move forward with a strategic planning process that it had set the stage for in late 2019 and early 2020. Despite having to engage in a 9-month long strategic planning process, that involved a combination of 13 virtual leadership retreats and division-wide town hall sessions, the resilience demonstrated by division members was remarkable and resulted in a strategic plan that is student-centered and truly representative of the entire division. In many ways, the work that this group of student affairs professionals engaged in over the last year helped strengthen their resolve and commitment to each other and their students. The final product of this effort will guide the work of the division for the next three years and serve as constant reminder of what we can achieve together even in the darkest of times.

--Dr. Paz Maya Olivérez

VISION
Educate and inspire students to transform communities, advance the region, and change the world, by holding fast to its values: student success, integrity, and social justice.

MISSION
Create a dynamic learning environment through premier programs and services that promote student success, enhance the learning experience, and engage students intentionally with communities.
GOAL 1: STUDENT SUCCESS
Advocate for and advance student success with an emphasis on narrowed opportunity gaps.

OBJECTIVE 1.1
Facilitate the development of student leaders with an emphasis on leadership, civic engagement, and professional development.

OBJECTIVE 1.2
Identify and address gaps and implement high-impact, evidence-based strategies to help narrow those gaps, reduce barriers to learning, and prepare students for career success.

OBJECTIVE 1.3
Expand programming, services, and resources that build student self-efficacy and support essential skills development.

OBJECTIVE 1.4
Assess and modify Student Affairs policies, practices, and processes applying an equity lens.

GOAL 2: PARTNERSHIPS
Develop and cultivate partnerships to enhance student learning and engagement, and improve operational efficiency.

OBJECTIVE 2.1
Enhance student-centered programming by creating mechanisms that advance and support student learning.

OBJECTIVE 2.2
Strengthen intradivisional and interdivisional partnerships to create greater operational efficiency through collaborative, resource sharing, and reducing duplicative efforts.

OBJECTIVE 2.3
Assess and modify Student Affairs policies, practices, and processes applying an equity lens.

GOAL 3: ASSESSMENT
Build and strengthen a division-wide culture of assessment with a commitment to continuous improvement and evidence-based decision-making.

OBJECTIVE 3.1
Create a division-wide assessment plan as a framework to guide outcome assessment and inform unit-level assessment plans.

OBJECTIVE 3.2
Develop a culture of continuous improvement and evidence-based decision-making.

OBJECTIVE 3.3
Assess and modify Student Affairs policies, practices, and processes applying an equity lens.

GOAL 4: RESOURCES
Invest in and optimize human and organizational capital to fully serve students.

OBJECTIVE 4.1
Develop a comprehensive and consistent division-wide onboarding plan.

OBJECTIVE 4.2
Cultivate staff participation in ongoing professional development.

OBJECTIVE 4.3
Prepare student employees for post-college endeavors (employment & graduate study) through intentional development of transferable skills.

OBJECTIVE 4.4
Develop and implement a consistent communication plan regarding resource decisions and management.

GOAL 5: COMMUNITIES
Create and support inclusive, healthy, and safe CSUSB campus communities.

OBJECTIVE 5.1
Invest in resources and initiatives that demonstrate a multifaceted understanding of the intersections of diverse identities, health, wellness, and safety for CSUSB campus communities.

OBJECTIVE 5.2
Engage students in defining and understanding their roles and impact as members of diverse local and global communities.

OBJECTIVE 5.3
Embed social justice concepts in programming and support initiatives.

OBJECTIVE 5.4
Engage students in defining and understanding their roles and impact as members of diverse local and global communities.

OBJECTIVE 5.5
Embed social justice concepts in programming and support initiatives.
### COLLABORATIVE PROCESS

The Division of Student Affairs (DSA) 2021-2024 Strategic Plan provides a framework to guide the work of the division over the next three years and encompasses goals and objectives that aim to have interdivisional and intra-divisional impact. The strategic planning process for DSA has been firmly grounded in best practices in change management, capacity building, and systematic review (both externally and internally).

The intent has been to maximize participation and inclusion, to collectively map out clear direction, improve cohesion, and develop the division’s culture of evidence to enhance the student experience in the pursuit of learning and transformation. Key milestones are highlighted in the strategic planning timeline.

### STRATEGIC PLANNING PROCESS

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<tbody>
<tr>
<td>NASPA Review Recommendations</td>
<td><strong>DSA Retreat</strong> Strategic Thinking Preparing for the work</td>
<td><strong>NASPA Session #1</strong> Preliminary Themes</td>
<td><strong>Town Hall #3</strong> Discussion of objectives</td>
<td><strong>DSA Retreat</strong> Strategies, Outcomes, Measures</td>
<td><strong>DSALT Retreat</strong> Unit-level implementation plans</td>
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<td><strong>DSA Retreat</strong> Training to capture unit-level alignment</td>
<td><strong>Town Hall #3</strong> Overview of goals &amp; objectives</td>
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<td><strong>Implementation at the campus, division, and unit level</strong></td>
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### DEFINING CHARACTERISTICS

The strategic plan presented here is a product of deep thinking and heavy involvement at all levels of the division, characterized by 3 distinguishing features.

1. **INCLUSIVE vs. TOP DOWN**

   This planning process was not done “to” us, nor was it done “for” us; it began as a process being done “with” us (NASPA Review and retreats) and evolved into a process being done “by” us.

   “For our teams, seeing themselves in the input and reporting has been very powerful.”

   We believe the quality of results and effective change produced by the implementation of the strategic plan increases as the invitational space into the process increases.

2. **OUTCOME ASSESSMENT vs. ACCOUNTABILITY REPORTING**

   Including multiple perspectives into the process has improved the quality of outcome articulation and the ability to measure meaningful progress. The division is evolving from listing accomplishments of activities and strategies to examining what has changed for our stakeholders because of our collective efforts. We are trying to shift the culture from accountability to responsibility.

   “Doing the exercise [brainstorming strategies, outcomes, and impact] in groups was helpful. It allowed us to articulate the actual changes we are striving for.”

   “Getting the strategies and outcomes up on Mural [digital collaboration board] helped me understand the difference between activities and impact.”

3. **PROGRESSION vs. TARGETS**

   Continuous improvement requires sustained motivation toward meaningful change. This is fostered by actionable progression toward outcomes. Quantifiable targets and KPIs can be counterproductive for a culture of responsibility for at least two reasons. One, and most importantly, the only morally defensible target is that 100% of students should succeed. Two, it is critical that targets and KPIs are not perceived as arbitrary: having it marked against you (as an individual, a unit, or a division) for missing a (seemingly) non-evidential, pre-determined target is demotivating and offers little direction for exactly how to improve. But focusing on the achievement of outcomes provides a clearer roadmap towards improvement.
GOAL 1: STUDENT SUCCESS
Advocate for and advance student success with an emphasis on narrowing opportunity gaps

STRATEGIES

- Creation of new programming and initiatives
- Offer students incentives (e.g., stipends, priority registration) as a way to partner and intentionally involve students into our committees and workspaces
- Partner with Institutional Research & Analytics to encourage students to complete surveys
- Continue to engage students with the work on committees, empower them to contribute their voice to these spaces
- Create a centralized resource platform to share all opportunities available to students to serve on committees, and other leadership platforms (Instagram, Handshake, Coyote Connection, websites, newsletters)
- Involve students to identify and utilize partnerships for engagement opportunities
- Create digital space for students to submit ideas and to engage with DSA on program development (i.e., digital comment box)
- Create a student advisory board to get feedback and consistent dialogue (e.g., engage alumni and student organizations in this group)

OBJECTIVE 1.1
Partner with and involve students to determine how best to engage them and support them in their success at CSUSB and beyond.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>MEASURES</th>
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<tbody>
<tr>
<td>1. Improved relationships with students</td>
<td>A forum to ask students about whether they feel supported</td>
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<td></td>
<td>Collection of survey or focus group data from students</td>
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<td>NSSE data</td>
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<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>MEASURES</th>
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<tr>
<td>2. Students feel included in the decision-making around programming and services</td>
<td>Survey student employees often about their experiences as thought partners</td>
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<thead>
<tr>
<th>OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>3. Increased student engagement</td>
<td>Forum, focus groups</td>
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<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>MEASURES</th>
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<tbody>
<tr>
<td>4. Students experience successful attainment of postgraduate pursuits</td>
<td>First Destination Survey</td>
</tr>
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</table>
**Strategies**

- Disaggregate data to determine opportunity gaps and examine that data on a regular basis.
- Examine data by race, ethnicity, and gender not just by major.
- Report on demographic and majors related to program attendance.
- DSA partner with Institutional Research & Analytics to educate ourselves on the equity gaps amongst special populations.
- Define HIPs.
- Employ evidence-based strategies.

**Objective 1.2**

Identify opportunity gaps and implement high-impact, evidence-based strategies to help narrow those gaps, support student learning, and prepare students for career success.

**Outcomes**

1. DSA staff will understand who is missing from our programs and who we are serving.
2. DSA evaluates the impact of implementing evidence-based strategies.
3. Students report that they feel prepared for career success.
4. Students will refer our services to other students.
5. Gaps are narrowed in graduation and retention data for students participating in HIPs.

**Measures**

- Number of units providing programs based on needs assessments.
- Number of units using CAS Self-Assessment Guides to design programming.
- Number of units doing program review.
- Other measures for demonstrating evidence-based strategies.

**Objective 1.3**

Expand programming, services, and resources that build student self-efficacy and support essential skills development.

**Strategies**

- Students will be provided various resources to build their self-efficacy skills.
- Staff will be trained on cultural competency and inclusive language.
- Develop what we mean by ‘essential skills’ and be careful not to westernize.
- Baseline assessment of what programming is happening.
- Life skills programming around financial planning, life changes, civic responsibilities.
- Create skill building programs and programs that build subject literacy.

**Outcomes**

1. Students will demonstrate self-efficacy.
2. Students will develop essential skills.
3. Assessment of students’ perception of self-efficacy skills.
4. Coyote Connection records.

**Measures**

- Pre/post assessment of skill and literacy building.
- Outcome measures for DLOs 1.1, 1.2, 1.3.
- Graduation and retention rates.
Objective 1.4
Assess and modify Student Affairs policies, practices, and processes applying an equity lens.

Strategies

- Identify which populations are making it through our systems and which populations are not
- Present and communicate this to executive teams
- Provide opportunities to look at data through gender, race, ethnicity, URM
- Conduct gap analysis of current policies, practices, and procedures
- Examine equity in most utilized services, resources, and programs
- Spend time in council reviewing data to identify issues and challenges

Outcomes

1. DSA policies, practices, and processes will demonstrate that equity is threaded through them
2. Critical understanding of data/policies/procedures to update and advocate for policies, practices, and procedures to close gaps identified in gap analysis
3. Remove barriers and inequities because of the review of policies, practices and procedures
4. Increased utilization of DSA services aimed at reducing gaps
5. More representation of students from different backgrounds across the utilization of services and achievement of corresponding outcomes
6. DSA and Academic Affairs have a shared vision of equity (Advising and Enrollment Management thought of as function of partnership between DSA and AA)
7. Equity in student success

Measures

- Evidence in student outcome data that we’re closing equity gaps
- Documentation of the structure we have for examining equity gaps and evidence that we’re doing the strategies and elements in objective 1.2
- Evidence of completion to the total assessment cycle and the reporting process around assessment
- Evidence of discussions and dialogue around the data, what it means, and our response to it
- Campus climate survey assessing sense of belonging
- Survey to assess student concerns and barriers in services and programs

Goal 2: Partnerships
Develop and cultivate partnerships to enhance student learning and engagement, and operational efficiency.
**OBJECTIVE 2.1**

Enhance student centered programming by creating mechanisms that deepen and develop partnerships with external and internal entities.

### STRATEGIES

- Offer additional internship opportunities for internal and external partners.
- Incentivize reasons to develop partnerships.
- DSA leadership provides avenues for academic partnership for then unit.
- Include value and best practices of partnerships on divisional on-boarding.
- Require a target number of internal/external partnerships that departments will report each semester and annually.
- Look for new opportunities for partnerships in the time of COVID and virtual learning.
- Establish a guide for successful partnerships (nuts & bolts, checklists, etc.)
- Create workshops or brown bag discussions to learn about partnership dos and don’ts.
- Assess baseline levels to operationalize targets for enhancement.
- Inform partners about the mutual advantages of partnership.
- Investigate best practices for partnership—share out.

### OUTCOMES

1. Students will have additional access to opportunities and resources.
2. Partnerships will be practical and useful alliances for all parties.
3. Strengthen general knowledge around building partnerships.
4. Internal and external community will understand the importance of partnerships as part of the work we do as a division.
5. Increased departmental capacity because of partnerships.
6. Units are sought out as a partner of choice by internal and external entities.
7. Increased access and channels to departments to provide services to a broader base.
8. Strengthen general knowledge around building partnerships.
9. Partners will feel they are integral, appreciated, and recognized.

### MEASURES

- Number of jobs/internships provided by off-campus partners.
- Survey existing partnerships.
- Number of existing partnerships, new partnerships, growth in partnerships.
- Survey partnerships semesterly to ensure they feel that partnership is in both side’s favor.
- Study that measures perceptions of, and evidence for, enhanced: innovation, service delivery, service quality, reputation/credibility, ability to work across boundaries and barriers.
- Number of returning/continuing partnerships (longevity).
- Survey/testimonials from partners about how work with DSA has enhanced their work or supported students.
- Number of contact hours and/or meetings with a partner throughout a year.
- Number of existing partnerships, new partnerships, growth in partnerships.

### STRATEGIES

- Highlight partners in DSA newsletter.
- Recognition celebration of campus external partners.
- Host annual partnership celebration event.
- Use of DSA social media to highlight partnerships.
- Conduct partner meetings/psc groups to solicit feedback.

### OUTCOMES

1. Reduced duplication/increased resource sharing.
2. Decreased costs, economies of scale, more resources.
3. DSA staff will have a shared operational understanding of best practices of successful partnerships.
4. Improved transparency and access to information.

### MEASURES

- Court of same/related programs.
- Increased access to resources.
- Knowledge gain on best practices, dos, don’ts, etc.
- Retrospective ratings of levels of transparency and access to information before and after increased partnership training and communication.

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**OBJECTIVE 2.2**

Strengthen intradivisional and interdivisional partnerships to create greater operational efficiency through collaboration, resource sharing, and reducing duplicative efforts.

### STRATEGIES

- Expand information sharing and communication to inform communities about DSA activities, partnerships, and advantages to all partners.
- Create a partnership guide outlining such things as MOUs, formal external agreements, etc.
- Include partnership profile in DSA monthly email.
- Host an annual partnership round table.
- Create a database of department-wide catalog/directory to allow more shared partnership with external entities.
- Create a DSA calendar that lists unit’s events so that all departments know what the other departments are doing, opportunity to identify overlap and potential partnerships.

### OUTCOMES

1. Create a division-wide resource team and work together to share information about partnerships.
2. Provide multi-disciplinary teams to tackle division challenges and/or goals.
3. Event sponsorship through fiscal support and gifts in kind.
4. Determine a prescribed definition of operational efficiency.

### STRATEGIES

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GOAL 3: ASSESSMENT

Build and strengthen a division-wide culture of assessment with a commitment to continuous improvement and evidence-based decision-making

OBJECTIVE 3.1

Create a division-level assessment plan as a framework to guide outcome assessment and inform unit-level assessment plans.

STRATEGIES

- A-Team develops Division Level Outcomes (DLO’s)
- A-Team aligns DLO’s with standards, best practices, and Institutional Learning Outcomes (ILO’s)
- Division is aware of and utilizes the Impact Model/Division Assessment Plan
- Mapping of signature programs

OUTCOMES

1. DLO’s are articulated that are relevant across units

MEASURES

- Communication and availability of DLO’s (presentations, website, etc.)
- Survey units for relevance and usage of DSA Assessment Plan

2. All units will participate in assessment for continuous improvement

MEASURES

- Number of units with assessment plans
- Number of units reporting DSA plan guided aligned with unit plans
- Analysis of pre/post assessment plans

3. The division will see how their combined efforts contribute to key impact areas

MEASURES

- Alignment matrix of DLO’s to ILO’s with corresponding assessment schedule
- Survey to assess this shift in perceptions of contribution

OUTCOMES

- Establish assessment cycle with seasons of assessment aligned to institution
- Create DLO working groups aligned with the cycle to lead and coordinate efforts
- Presentations and reports on findings to division, institution, through existing assessment structures
Objective 3.2

Develop a shared language and understanding around the reflective process of continuous improvement where all units and programs can see themselves engaging in meaningful assessment.

Strategies

- A-Team develops assessment plan template
- Pilot and improve assessment plan template; implement template across division
- Unit-level assessment assistance (e.g., A-Team) for creating useful assessment plans
- Translate assessment plans (division and unit level) into Campus Labs/Anthology and track them to demonstrate how information is used for programmatic changes and improvements
- Provide training in Campus Labs/Anthology

Outcomes

- All units can house, access, and examine assessment data in Campus Labs/Anthology to inform decision making
- Increased alignment and usefulness of reporting function
- DSA staff understand Campus Labs/Anthology at a level required for their position

Measures

- Number and quality of plans in Campus Labs/Anthology
- Evidence and narratives for closing loop (captured in reporting fields in Campus Labs/Anthology)
- Ratings of improvement comparing current tools and methods to those used previously
- Self-report assessment of understanding post training

Objective 3.3

Provide ongoing professional development, training, and learning opportunities in assessment.

Strategies

- Define levels of assessment knowledge, skills, and ability (e.g., beginner, intermediate, advanced) and offer trainings according to level
- Recorded trainings available on demand
- Create DSA Assessment Website
- Create assessment glossary
- Create assessment handbook on website
- Develop learning outcomes for PD
- Establish department/area leaders as staff assessment trainers
- Set a few of assessment PD opportunities that are required per person/department per year
- Provide PD opportunities that require attendance by all affected DSA members

Outcomes

- Consistent and simple training available to all staff
- Enhanced assessment capability within units, across division, across institution

Measures

- Number of participants
- Periodic evaluations of usefulness
- Staff survey of usefulness of trainings
- Assessment capability rubric ratings
- Retrospective pre/post ratings of knowledge gain after training
- Number of certificates obtained in Campus Labs/Anthology Assessment Credential
- Number of trainings for A-Team (annually)
- Utilization of self-guided resources on website
GOAL 4: RESOURCES
Invest in and optimize human and organizational capital to fully serve students

Objective 4.1
Develop a comprehensive and consistent division-wide onboarding plan.

Strategies
- Develop an onboarding checklist for new staff that identifies the roles/mission of DSA departments.
- Provide cross-sectional mentoring between MPP/Staff/Student.
- Ensure onboarding process has consistent components to facilitate comparable measurement.
- Incorporate 360 feedback mechanism.

Outcomes
1. Increased clarity of roles and responsibilities.
2. Enhanced understanding of DSA priorities and goals.
3. Job satisfaction and/or employee engagement survey.

Measures
- Pre/post survey of knowledge gain after onboarding training.
- Employee perception survey post-onboarding.
- Employee survey of confidence in identifying key areas and functions of DSA departments.
- CAS standards for benchmarking.
- Job satisfaction survey (e.g., Gallup Q12).
- Attendance.
- Ratings of performance.
OBJECTIVE 4.2
Cultivate staff participation in ongoing professional development.

STRATEGIES
• Build professional development into job descriptions
• Carve out specific staff time for PD activities
• Include participation in PD in performance reviews
• Incentivize PD with recognition
• Appointments with the Staff Development Center
• Provide training touch points throughout the year for Division
• Create employee professional development plan on file with HR
• Require staff to share learning and key takeaways with colleagues through write-ups and summaries after participating in PD events in order to get PD allocations

OUTCOMES
1. Staff develop and stay current in their field
2. Enhanced connections & partnerships
3. Stronger alignment of opportunities to job related development needs
4. Improved job performance
5. Improved staff morale

MEASURES
• Number of partnerships between departments' cross trained staff
• Number of partnerships & connections within the field
• Alignment/connections with current role, and needs of division at the time
• Number of summaries shared out on staff professional development experiences
• Employee Engagement Survey

OBJECTIVE 4.3
Prepare student employees for post-college endeavors (employment & graduate study) through intentional development of transferable skills.

STRATEGIES
• Utilize evidence-based practice and theory to design student employee development (e.g., NACE competencies)
• Workshops for how to conduct informational interviews
• Increase on-campus employment opportunities
• Increase internship opportunities
• Form relationships with off-campus partners to build internships/apprenticeships for students
• Increase opportunities for grad school prep
• Provide transitional assessment and guidance for what comes next

OUTCOMES
1. Student employees have the requisite professional competencies
2. Higher post-graduate employment rates
3. Pursuit and successful admission to graduate school
4. Student employees are able to link their current job duties with requisite career skills

MEASURES
• Performance evaluations based on NACE competencies
• Self-perceptions of knowledge, skill, ability gain
• Career Readiness Reflections Assessment (CIRA)
• Coyote Grow modeled after Iowa Grow (guided reflection on work)

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## Objective 4.4

Develop and implement a consistent communication plan regarding resource decisions and management.

### Strategies

- Annual budget updates via division-wide meetings
- Division-wide participation in the annual budget creation/request process
- End of year budget breakdown by category, division-wide
- Identify information and service silos
- Examine resource allocation divisionally and by unit

### Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
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<tbody>
<tr>
<td>1. Staff are aware and well-informed about resources/budget</td>
<td>MPP self-evaluations</td>
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<tr>
<td></td>
<td>Staff perceptions of being well-informed/awareness</td>
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<tr>
<td>2. Staff have clear understanding of division-wide goals and priorities and why resource allocation decisions are made</td>
<td>Job satisfaction survey</td>
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<tr>
<td></td>
<td>Assess alignment of resource allocation with divisional priorities</td>
</tr>
<tr>
<td>3. Informed and effective use of resources</td>
<td></td>
</tr>
<tr>
<td>4. Enhanced job performance in communication, creativity, and service</td>
<td>Employee engagement survey</td>
</tr>
</tbody>
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GOAL 5: COMMUNITIES

Create and support inclusive, healthy, and safe CSUSB campus communities
Objective 5.1
Invest in resources and initiatives that demonstrate a multifaceted understanding of the intersections of diverse identities, health, wellness, and safety for CSUSB campus communities.

Strategies
• Adopt and apply common frameworks to promote this understanding (e.g., 7 dimensions of wellness: social, emotional, physical, intellectual, environmental, financial, and spiritual)

Outcomes
1. DSA staff will develop a shared understanding of these definitions and their intersections
   » Number of units (where relevant) that adopt and apply a shared framework to promote this understanding

2. People with diverse identities feel safe (physically and psychologically) utilizing DSA services

3. DSA units provide safe spaces and facilities for students

4. Units will be able to demonstrate the allocation of resources across these areas of understanding intersections of diverse identities health, wellness, and safety (physical and psychological)

Measures
• Student perceptions of inclusive environment
• Increased attendance and participation in identity-based spaces
• Number of safe spaces provided
• Surveys on psychological and physical safety

Measures
• Student data on new participation of student clubs, orgs, boards, etc.

Measures
• Budget analysis

Objective 5.2
Engage students in defining and understanding their roles and impact as members of diverse local and global communities.

Strategies
• Provide opportunities for students to think about their role in community as students and in the future
• Provide training for students to use their voices and create change in the community
• Facilitate workshops on the role of government and how to engage as an individual
• Use the Social Justice Summit as a tool to help students define and understand their role
• Create a certificate/passport program to assist students with obtaining a deeper way of impacting the community (pathways in Co-Curricular Transcript)
• Promote students to participate in Institutional Research & Analysis’s Current Student Survey

Outcomes
1. Increased student involvement in local/global communities

2. DLO 2.2 (Students will)
   • Develop an awareness, knowledge, and appreciation for human diversity
   • Acknowledge, respect, and develop diverse perspectives
   • Interact meaningfully with people from different heritages, identities, and lived experiences

Measures
• Student participation in community service
• Voting participation (on-campus, regionally, nationally)
• Student participation in committees, clubs, and leadership positions

Measures
• DLO 2.2 outcome measures across units
• Number of participants/completions in certificate/passport program

Measures
• Student participation in community service
• Voting participation (on-campus, regionally, nationally)
• Student participation in committees, clubs, and leadership positions
Objective 5.3
Embed social justice concepts in programming and support initiatives.

**Strategies**
- Establish a cohesive framework for critical social justice concepts, how it aligns with University Diversity, Equity & Inclusion work, and communicate on DSA website
- Create a pathway in Coyote Connection for students to explore concepts of social justice
- Partner with Academic Affairs to align learning outcomes between curricular and co-curricular
- Provide workshops and programs for students to participate in competency building dialogue in social justice
- Develop social justice volunteer opportunities for students to engage in
- Hold town hall meetings regarding current social events
- Partner with faculty to invite classes to these events
- Partner with College of Extended & Global Education to ensure inclusion of international student communities

**Objectives**
- Embed social justice concepts in programming and support initiatives.

**Outcomes**
1. Increased student involvement in social justice space
2. People grow in their knowledge and experience in social justice

**Measures**
- Number of student organizations
- Participation in identity and affinity center programming and leadership
- Participating in clubs, and organizations
- Participation of students in programming outside their own affinity/identity group
- Increased student participation in local elections
- Number of people completed pathway created in Coyote Connection on Social Justice
- Student perceptions of extent to which social justice themes were incorporated into programming

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Objective 5.4
Develop and implement recruitment strategies for student leadership and employment opportunities that promote diversity, inclusion, and a sense of belonging.

**Strategies**
- Partner with HR/Student Employment on a diversity training program for student employees
- Incorporate a diversity summit into fall student leader/employee trainings
- Incorporate training into onboarding process
- Incentivize training in onboarding
- Stipends
- Continually identify funding for on-campus student employment opportunities
- Work with Institutional Research & Analytics to understand who our student leaders are and where there may be gaps
- Target advertising for leadership and employment opportunities in groups and spaces that underrepresented students occupy
- Ensure that recruitment for leadership opportunities is communicated via a diverse network and multiple modalities
- Provide paid professional development opportunities for students who may not be eligible for FWS or any form of employment

**Objectives**
- Develop and implement recruitment strategies for student leadership and employment opportunities that promote diversity, inclusion, and a sense of belonging.

**Outcomes**
1. Consistent use of Diversity, Equity & Inclusion framework across student employee recruitment, interviews, and training processes
2. Students are able to articulate their transferable skills and the impact involvement had on their identity and sense of belonging
3. Higher total number of students from underserved groups holding campus employment positions/Decrease in inequities (racial, gender, and otherwise) holding campus employment positions

**Measures**
- Survey of recruitment practices of student employee positions
- Student articulation of what they gained from an internship or fellowship (Iowa Grow survey and reflection conversations)
- Descriptive stats of student leaders and employees
- Number of students reached in recruitment strategies
- Number of students participating in internships, fellowships, and research opportunities
- Outcome measures for DLO 1.2 & 2.2
- Student employment survey

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Structures for Getting the Work Done

1. Unit Implementation Plans
To operationalize the division-level strategic plan goals, objectives, and outcomes, directors completed a template that aligned their specific areas to relevant components of the strategic plan. This produced unit-level implementation plans that describe priority strategies, outcomes, and measures the unit will use to support the strategic plan objectives.

2. Impact Model
The Division of Student Affairs Impact Model is about the effect our services, events, and programs have on students: their learning, their experiences, and their development. It outlines the knowledge, skills, abilities, attitudes, and perspectives we hope students will cultivate because of engaging in our areas. It is organized around 3 main impact areas (Achieve, Connect, Thrive) that included key Division Level Outcomes (DLOs). The strategic plan outlines the operations and resources required for bringing about this intended impact.

3. Committees
To achieve the goals and objectives outlined in the strategic plan, some of the work will be situated within division committees in terms of coordination, implementation, and reporting responsibility. The alignment matrix presents how DSA’s goals and objectives correspond to existing parallel structures both within and beyond the division.

## Structures for Getting the Work Done

### DSA Goals and Objectives

<table>
<thead>
<tr>
<th>GOAL 1: STUDENT SUCCESS</th>
<th>DLO</th>
<th>DSA COMMITTEE</th>
</tr>
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<tbody>
<tr>
<td>Advocate for and advance student success with an emphasis on narrowing opportunity gaps</td>
<td>DLO 1.1, 1.2, &amp; 1.3</td>
<td>Coyote Connections Programming Committee, A-Team; Policy Equity Committee; Communications &amp; Creative Marketing Committee</td>
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<td>Identify opportunity gaps and implement high-impact, evidence-based strategies to help narrow those gaps, support student learning, and prepare students for career success.</td>
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<td>Coyote Connections Programming Committee, A-Team; Policy Equity Committee; Communications &amp; Creative Marketing Committee</td>
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<td>Expand programming, services, and resources that build student self-efficacy and support essential skills development.</td>
<td>DLO 1.1, 1.2, &amp; 1.3</td>
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<tr>
<td>Assess and modify Student Affairs policies, practices, and processes through an equity lens.</td>
<td>DLO 1.1, 1.2, &amp; 1.3</td>
<td>Coyote Connections Programming Committee, A-Team; Policy Equity Committee; Communications &amp; Creative Marketing Committee</td>
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### Institutional Strategic Goal

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<th>GOAL 1: STUDENT SUCCESS</th>
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<td>Advocate for and advance student success with an emphasis on narrowing opportunity gaps</td>
<td>Coyote Connections Programming Committee, Policy Equity Committee, Collective Mentoring Committee</td>
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### DEI Strategic Plan

<table>
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<th>GOAL 2: PARTNERSHIPS</th>
<th>DSA COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and cultivate partnerships to enhance student learning and engagement and operational efficiency</td>
<td>Awards, Recognitions &amp; Connection Committee, Coyote Connections Programming Committee, Communications &amp; Creative Marketing Committee</td>
</tr>
<tr>
<td>Enhance student centered programming by creating mechanisms that deepen and develop partnerships with external and internal entities</td>
<td>Awards, Recognitions &amp; Connection Committee, Coyote Connections Programming Committee, Communications &amp; Creative Marketing Committee</td>
</tr>
<tr>
<td>Strengthen intradivisional and interdivisional partnerships to create greater operational efficiency through collaboration, resource sharing, and reducing duplicative efforts.</td>
<td>Awards, Recognitions &amp; Connection Committee, Coyote Connections Programming Committee, A-Team; Communications &amp; Creative Marketing Committee, Collective Mentoring Committee</td>
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<tr>
<td>Goal 3: Resource Sustainability &amp; Expansion</td>
<td>Goal 4: Community Engagement and Partnerships</td>
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To operationalize the division-level strategic plan goals, objectives, and outcomes, directors completed a template that aligned their specific areas to relevant components of the strategic plan. This produced unit-level implementation plans that describe priority strategies, outcomes, and measures the unit will use to support the strategic plan objectives.
GOAL 3: ASSESSMENT
Build and strengthen a division-wide culture of assessment with a commitment to continuous improvement and evidence-based decision-making.

3.1 Create a division-level assessment plan as a framework to guide outcome assessment and inform unit-level assessment plans.
A-Team; Fundraising & Grant Writing Committee; Policy Equity Committee

3.2 Develop a shared language and understanding around the reflective process of continuous improvement where all units and programs can see themselves engaging in meaningful assessment.
A-Team; Staff Development Committee; Fundraising & Grant Writing Committee; Policy Equity Committee; Communications & Creative Marketing Committee

3.3 Provide ongoing professional development, training, and learning opportunities in assessment.
A-Team; Staff Development Committee; Awards, Recognitions & Connection Committee; Policy Equity Committee

GOAL 4: RESOURCES
Invest in and optimize human and organizational capital to fully serve students.

4.1 Develop a comprehensive and consistent division-wide onboarding plan.
Staff Development Committee; Communications & Creative Marketing Committee

4.2 Cultivate staff participation in ongoing professional development.
Staff Development Committee; Awards, Recognitions & Connection Committee; A-Team

4.3 Prepare student employees for post-college endeavors (employment & graduate study) through the intentional development of transferrable skills.
DOL 1.2; Staff Development Committee; Collective Mentoring Committee

4.4 Develop and implement a consistent communication plan regarding resource decisions and management.
Communications & Creative Marketing Committee; Collective Mentoring Committee
### Shared Language

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tr>
<td>Vision</td>
<td>A short, vivid statement describing what the CSUSB Division of Student Affairs strives to create. This is the inspiring ideal or “dream” state.</td>
</tr>
<tr>
<td>Mission</td>
<td>This is the organizational purpose statement. It describes what you do, how you do it, and why you do it. It should be present tense and concise.</td>
</tr>
<tr>
<td>Goal</td>
<td>Important long term, broad areas of focus that address the areas that the Division actively needs to be involved in over the next three years to reach mission and strive for vision.</td>
</tr>
<tr>
<td>Objective</td>
<td>The way in which the goals are brought to life through action. These include evaluating, changing, implementing (and sunset-ing) of programs and practices, as well as activities and measurable indicators of success. It’s asking “How will we know if we reach the goal, and how will we prove it?”</td>
</tr>
<tr>
<td>Strategies</td>
<td>What we do or provide; outputs, activities, services, programming, policies, etc. Strategies are the activities conducted or products created that reach targeted participants or populations. Strategies lead to outcomes.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Outcomes are the changes or benefits for individuals, families, groups, businesses, organizations, and communities. Outcomes occur along a path from shorter-term achievements to longer-term impact. Outcomes are how people or things are transformed if the strategic plan objective is achieved.</td>
</tr>
<tr>
<td>Impact</td>
<td>Effects, changes, outcomes that are long term, large scale, and broad in scope.</td>
</tr>
<tr>
<td>Measures</td>
<td>Tools or evidence used to demonstrate progress on outcomes.</td>
</tr>
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